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ABSTRACT

Presented is the technical report of the Center for Innovation in Teaching the Handicapped behavior management training program designed to provide 86 regular and special education teacher-trainees with the skills necessary for dealing with classroom deviance. Reviewed in part I are the program's purpose (provide training in class management), objectives (which include to increase knowledge of control techniques), and descriptions of the 11 training modules. Outlined in Part II is the purpose of evaluation. The evaluation design is described in part III in terms of the population involved, the measures used, and administration of modules. In part IV, results are presented in table form and discussed for each of the following areas: attitudes toward the program; students' attitudes toward specific program components; trainees knowledge/skills before and after the program; findings from criterion tests administered after each module; frequency of use of various control techniques; findings from simulation exercises; and findings from structured interviews and open-ended questions/comments. In the final section, it is concluded that the training package was viewed by students as a good vehicle for training; that roleplaying was viewed as fundamentally helpful but should perhaps be varied with other formats; and that trainees felt they would like to know more about situational variables with respect to the management problems and data on specific ramifications of the control techniques. Appendixes include sample questionnaires and tests, a list of behavior management control techniques demonstrated and simulated interview questions. (SBH)

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SUMMATIVE EVALUATION: BEHAVIOR MANAGEMENT TRAINING PROGRAM[1]

Keith Brownsmith, Albert H. Fink, and Christopher Ann Perky

February, 1976

Technical Report 31.2

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NATIONAL INSTITUTE OF EDUCATION

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I. OVERVIEW OF THE BEHAVIOR MANAGEMENT TRAINING PROGRAM

A. Purpose

Deviant behavior in the classroom poses a severe threat to teachers and students alike. The discomforts and anxieties generated by management problems promote a need for teacher action which by the nature of the issue demands quick closure. Management decisions must be made quickly, but they must also reflect a processing and balancing of many different forces interpreted by each teacher idiosyncratically and with an understanding of and responsiveness to the common values of the personal and social system of which s/he is a part and to which s/he has accountability. The often ambiguous nature of that accountability -- how responsible am I, in fact, for what occurs in the classroom? -- occasions much of what is undesirable in class management activity.

In response to the need for improved training of teachers in this vital area, a behavior management training program has been developed at the Center for Innovation in Teaching the Handicapped (CITH). The major purpose of this program is to provide teachers with the skills necessary for effective responses to the behavioral diversity and complexes of need structures reflected in classroom deviance. While each of these skills is considered separately, the organization of them by the trainee into a response potential is viewed as an essential outcome. This organization, which will be explicated in greater detail in subsequent sections, is seen as a necessary corollary to responsible management.

B. Objectives

The specific training objectives of the training program may be defined as follows:

Each trainee will:

1. have increased knowledge and awareness of each of the control techniques.
2. have increased skill in the use of each management strategy.
3. be able to perform accurately (to a specific criterion) each of the control techniques.
4. increase the range of techniques used to manage behavior.
5. write a definition of each behavior management strategy which contains all initial factors contained in the appropriate module.

Subobjectives

In each module the trainee shall play one or more of the roles assigned to him/her. Minimum performance standards for each role are indicated below.

Teacher: Teach a lesson and employ the specific behavior-management strategy at least three times.

"On-task" pupil: Pay attention to the lesson, answer questions appropriately, and volunteer frequently.

Deviant pupil: Misbehave at least six times, exhibiting one type of behavior from each of the following categories: withdrawn-self, interactive-peer, interactive-teacher, aggressive-peer, aggressive-teacher, and resistive-teacher. Use a mixture of physical and verbal categories.

Observer: Record, in the given form, the occurrence and type of behavior-management strategies used by the teacher.

C. Description of Modules

For professional educators committed to the training, support, or supervision of behavioral interventions of teachers with children, two questions are of considerable importance:

1. How does one train teachers to become managers of behavior?

2. What should be the subject of that training?

The first question is usually dealt with in the following way. Within university training programs, courses in theory are succeeded by courses in methods which are then followed by activity in some form of "action setting": practicum, student teaching, or internship. The application of this format means, typically, that trainees become the recipients largely of others' stimuli. In-service programs for experienced teachers generally are based upon a similar conceptualization of the training problem. That is, speakers speak and teachers listen. Even when demonstrations or laboratory/workshops are offered, teachers remain passive participants.

The second question, "What should be the subject of that training?", is usually answered by attempts to clarify some school of thought on behavior management. In different degrees of rigidity, lines are drawn on psychodynamic, psychoeducational, behavioral, or other theories and approaches to the education of children with behavioral disorders. This pattern appears relatively similar for in-service training formats, too. A fixed instructional format--some variation on the lecture-discussion theme--combines with some variation on the "bounded theories" approach to produce a training outcome in behavior management. Concern about these issues and the general dissatisfaction expressed by teachers led the developers to the conceptualization of a training program which would integrate the advantages of simulation as a training medium with systematic skill building in a specified set of management strategies.

It was assumed that the simulation format would assure the active

involvement of each trainee in the learning process. Further, it was assumed that knowledge and awareness of the issues, as well as specific skills, would be heightened if in each learning module the trainee would routinely play the many parts that might reasonably be expected to exist in the behavior management process, i.e., teacher, deviant pupil, good pupil, disinterested observer. To meet these objectives, then, the following 11 modules described below were developed.

The first is a special training module which deals with pupil deviant behavior. This is designed (a) to provide more specific understanding of the varieties of deviant behavior which typically may occur in the classroom and (b) to develop skills in the production of these behaviors on cue. Participation in this module also enables students to become comfortable with the roleplaying technique before the main body of activities begins.

The next nine modules provide for the systematic presentation of management strategies. The first of these considers the techniques Demand and Criterion-Demeaning jointly. Value-Law is considered next. A summary module is provided to consider as a group this set of "authoritative" controls. Conditional Stimulus and Redirection are dealt with in separate modules and then, with Humor added, reviewed as a group. Consequences, both positive and negative, is considered separately and then, taken together with Punishment, handled as summary for Incentive Manipulation. The final three techniques, Probing, Empathic-Sympathetic and Interpretive, are considered as a group.

The final module provides an opportunity for review of all the techniques studied. This is done by trying out developed management style--a function,

it is assumed, of the entire set of experiences in the course--in a simulated session. Each student receives feedback on his/her teacher behavior which enables him/her to evaluate performance and to decide how to deal with management problems more effectively.

As noted earlier, intensive discussions, in addition to lectures and readings, complement the roleplaying sessions. In these discussions, roleplayers share their feelings and observations with each other to aid in reaching and internalizing conclusions about the effects of behavior. Gradually, as roleplayers move through the various modules, they will reach conclusions that have both cognitive and affective meaning; that is, they will understand the meaning of each category in its formal and traditional sense and will also understand it in terms of personal impact.

II. PURPOSE OF EVALUATION

A. Focus on Summative Evaluation

This evaluation was designed as a major field test of the package. Data obtained from this evaluation would be utilized to modify the materials prior to final production. Representative teacher education institutions were utilized, and typical courses that would concentrate on training in behavior management were selected for the field test. The institutions were in Colorado, Illinois, and Indiana.

The data sought in this field test were:

1. both general and specific participant attitudes to the total package.
2. changes in knowledge, skill and awareness of the behavior management techniques as a function of training and prior knowledge awareness and skills possessed.
3. validity of the criterion tests utilized in each module to determine knowledge of the specific management strategy.
4. changes, if any, in the patterns of participant selection of control techniques as a function of training.
5. ability of trainees to perform adequately, i.e., to criterion, the control techniques presented in the package.
6. individual evaluation data from participants based upon structured interviews and open-ended questions.

B. Previous Formative Evaluation

Formative evaluation of the training program took place in the Spring of 1973 in a behavior management course at Indiana University. Basically,

the evaluation focused upon the following questions:

1. To what extent would the perceived advantages-disadvantages of each control technique be teacher-or pupil-centered, flexible - rigid, general-specific? (This instrument was administered pre-post.)

2. To what extent would each participant's "role-performance" alter as a function of training? (The standardized Teacher Practices Questionnaire was administered pre-post.)

3. What would be subjects' relative preference for each control technique? (A forced-choice technique was developed and administered pre-post.)

4. Could trainees perform each technique satisfactorily, i.e., to criterion? (A performance post-test was developed and applied.)

Briefly, the results of the formative evaluation were as follows:

1. No significant pattern of change in perceived advantages or disadvantages of the various management techniques emerged.

2. No statistically significant changes occurred in role preference scales, although the disciplinarian role was less preferred and the counsellor role was more preferred as a result of training.

3. No statistically significant changes occurred in relative preference of technique. Highest absolute changes occurred in preference for conditional stimulus and interperative, and in reduced preference for positive consequences.

4. Performance test data indicated that 36 out of 38 participants met the minimum criteria established for the test of control technique mastery.

In addition, continuing evaluation of content suitability and format was carried out by project staff and served as a basis for revision of the training materials.

III. EVALUATION DESIGN

A. Population

A total of 86 students at three different field sites served in the evaluation of the training program. The trainees were basically masters' level students from regular and special education. Differences in populations at each of the three sites are shown in Table 1.

B. Measures

To obtain data on the effects of the behavior management training package on trainees, seven measures were applied:

1. A measure of "General Package Attitude" (Appendix A) was used to determine students' attitudes toward the package. This semantic differential scale had been previously used with effect to compare general attitudes toward other packages under development at CITH.
2. A second attitude measure, "Specific Package Attitude" (Appendix B), was designed to obtain information relevant to specific attitudes toward the behavior management training package.
3. A third measure (Appendix C) gave information about changes in the students' knowledge/awareness and skill in 12 management techniques presented in training.
4. The criterion tests (Appendix D) were created by the package developers and were included after each module. The purpose of these tests was (a) to give feedback to students on progress in identifying the 12 management techniques and (b) for the evaluators to check on the validity of the questions.
5. A videotape with accompanying description of what was to occur on the tape (Appendix E) was also developed by CITH staff to determine

Table 1

Demographic Data Summary

	Site 1 (N=23)	Site 2 (N=20)	Site 3 (N=43)
Age			
Mean	29.7	28.7	26.0
Range	21-47	22-46	21-42
Sex			
Female	20	8	37
Male	3	12	4
No Information			2
Degree			
Bachelor's	15	15	35
Master's	3	5	3
No Information	5		4
Years Teaching Experience			
Special Education			
Mean	1.4 (N=5)	2.9 (N=12)	1.7 (N=6)
Regular Education			
Mean	5.3 (N=8)	4.1 (N=9)	2.8 (N=26)
Administration	0	3.5 (N=2)	2.0 (N=2)
Grade Level Usually Taught			
Primary	6	2	19
Intermediate	3	5	8
Secondary	4	7	5
Not Teaching	2	1	3
No Information	8	2	7
Other		3	1

what changes in numbers or types of techniques for controlling off-task behaviors of children would occur as a result of training. The videotape segments were scenes of real classroom situations and covered a sample of the pupil categories as defined in the module (i.e., self-involvement, noise, verbal interaction, physical interaction, verbal aggression, physical aggression, and verbal resistance). Prior to the teacher's intervention, the segment was stopped and the open-ended question was asked.

6. To determine if the techniques could be performed adequately under simulated conditions after using the package, a sample of trainees was asked to simulate several of the 12 management techniques. This was done by presenting trainees with 3x5 cards which described a given situation and which required the use of a specific intervention technique (Appendix F).

7. Finally, in order to assess in-depth perceptions of strengths and weaknesses in the package, structured interviews were conducted with a sample of students at each site (Appendix G).

C. Adminstration of Modules

The formative evaluation took place between January and May of 1974 at three different field sites. All instruments were administered at all sites. The criterion tests were taken immediately following each module and were sent directly to the CITH staff. All other measures were administered by CITH staff at the field test sites. The videotape was administered pre-post. All remaining measures were posttest. The simulation was videotaped and was coded by three independent observers

on a pass-fail basis. The structured interviews were carried out by CITH staff members with two representative students at each field test site.

There were differences in the administration of the individual modules. Site 1 operates on the quarter system, and the class thus met for 2½ hours, twice a week. In this instance, the package was completed in three weeks, since two modules were used on each of two evenings a week. Site 2 and 3 are on the semester system; therefore the class met for 2½ hours, once per week. Due to the large number of students participating at Site 3, there was some difficulty in arranging adequate space for the roleplays. In many cases there were two or three groups in one classroom which created some confusion.

There appeared to be differences in the instructors' attitudes. At Sites 1 and 2 the instructors were enthusiastic about the behavior management training package and were actively involved in the program. Conversely, the instructor at Site 3, possibly due to the large number of students and the problems which that entailed, was frequently not present nor as involved in the process.

Pretest data were collected at a fourth site with the same instructor as at Site 3. No posttest data were collected from Site 4.

IV. RESULTS

A. General Attitude

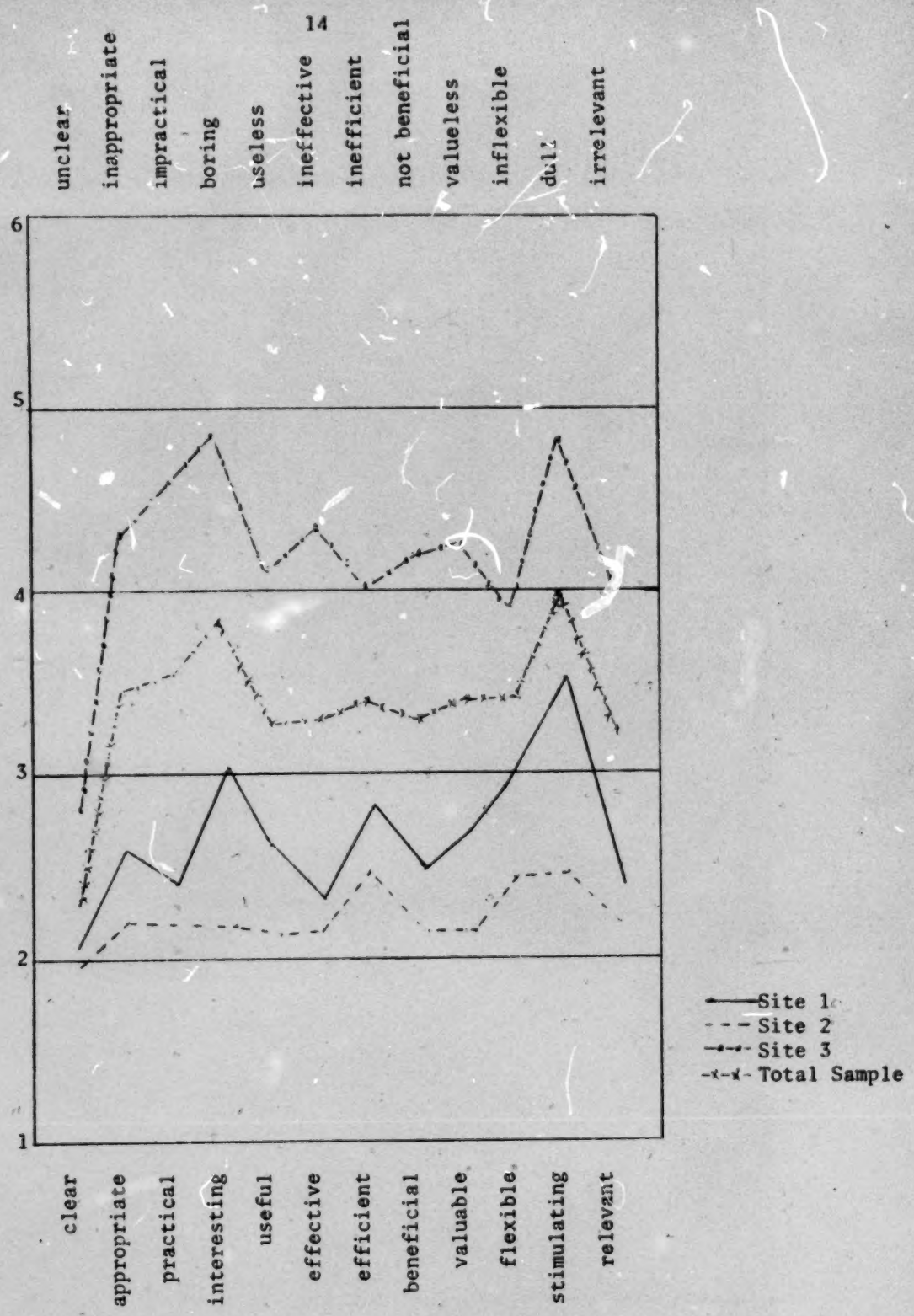
Results from the administration of the General Attitude scale revealed differences at each of the field sites, with Sites 1 and 2 most nearly alike. There were above average ratings on 11 of the 12 dimensions of the scale, with "stimulating-dull" rated average at Site 1 (see Figure 1). At Site 3, on the other hand, ratings were below average on all but one dimension, i.e., clarity of the package.

Overall, the program was viewed as above average in clarity, appropriateness, practicality, usefulness, effectiveness, efficiency, beneficiality, value and relevancy. The materials were perceived as average in flexibility, stimulation and interest.

B. Specific Attitude

Responses to the Specific Attitude questionnaires revealed differences among sites, with Sites 1 and 2 most nearly alike (see Table 2). Roleplaying was felt to be a valuable technique for understanding the management techniques by 71% of the students overall, but only 44% at Site 3. Roleplaying the deviant child also was considered valuable by 74% of the total sample. It is interesting to note that at Site 3 one out of every two students did not find that a useful activity, while all did at the other two sites. In general, roleplaying as a learning technique was liked by 63% of the total sample but disliked by 63% of the trainees at Site 3.

The content of the package was said to be interesting or very interesting by 67% of the students. Fifty-seven percent of the students at Site 3, however, found the content boring. Seventy-two percent stated that there was enough information to understand fully the techniques. Eighty percent



*Six-point scale (example: 1 = clear, 6 = unclear)

Figure 1. Mean scores on general package semantic differential scale.

Table 2

Package Specific Attitude

1. Do you feel this package provided enough information to fully understand the twelve behavior management techniques?

	Site 1	Site 2	Site 3	Total Sample
yes	90%	85%	58%	72%
no	9	15	40	26

2. Would you now feel competent in using all twelve of the control techniques in a classroom situation?

	Site 1	Site 2	Site 3	Total Sample
yes	57%	90%	47%	59%
no	39	5	51	37

3. Do you feel you have enough information about the situational variables and ramifications of the control techniques?

	Site 1	Site 2	Site 3	Total Sample
yes	57%	65%	35%	48%
no	43	35	63	51

4. Did this package provide you with an understanding of the benefits and drawbacks of the use of the twelve control techniques?

	Site 1	Site 2	Site 3	Total Sample
yes	74%	70%	58%	56%
no	26	25	37	31

5. Do you feel there was any value in roleplaying the deviant child in these situations?

	Site 1	Site 2	Site 3	Total Sample
yes	100%	100%	49%	74%
no	0	0	51	26

6. Did this instructional package provide you with insight into the effect of each technique on the child?

	Site 1	Site 2	Site 3	Total Sample
yes	65%	55%	35%	47%
no	35	35	58	44

Table 2 (con't)

Package Specific Attitude

1. The content of this instructional package was:

	Site 1	Site 2	Site 3	Total Sample
very interesting	4%	30%	2%	9%
interesting	91	65	33	58
boring	0	5	47	24
very boring	0	0	16	8

2. This presentation of behavior management techniques was:

	Site 1	Site 2	Site 3	Total Sample
very easy to understand	39%	50%	14%	29
easy to understand	57	50	49	51
difficult to understand	0	0	35	17
very difficult to understand	0	0	0	0

3. The response booklet was:

	Site 1	Site 2	Site 3	Total Sample
easy to use	91%	85%	72%	80%
cumbersome	9	15	21	16

4. In total, this instructional package:

	Site 1	Site 2	Site 3	Total Sample
moved too slowly	61%	65%	81%	72%
time spent appropriate	22	35	9	17
moved too quickly	13	0	7	7

5. Roleplaying teachers and students in this simulation:

	Site 1	Site 2	Site 3	Total Sample
aided my understanding of the techniques	96%	100%	44%	71%
no effect on my understanding of the techniques	0	0	53	27

6. The roleplaying sessions in the group I was in tended to be:

	Site 1	Site 2	Site 3	Total Sample
spontaneous and lively	83%	75%	63%	71%
forced and dull	9	5	30	23

Table 2 (con't)

Package Specific Attitude

7. In general, I like roleplaying as a learning technique

	Site 1	Site 2	Site 3	Total Sample
yes	96%	90%	33%	63%
no	4	10	63	35

8. The classroom situations portrayed in this package were:

	Site 1	Site 2	Site 3	Total Sample
realistic	96%	75%	42%	64%
unrealistic	4	15	49	31

9. Would you recommend that other teacher trainees go through this instructional package?

	Site 1	Site 2	Site 3	Total Sample
yes	96%	100%	19%	58%
no	4	0	79	38

reported that the presentation was easy or very easy to understand. More than one-third of the students at Site 3, however, found it difficult to understand.

Fifty-one percent of the students felt they needed more information about situational variables and ramifications of the control techniques. Fewer than half of the students at Sites 1 and 2 felt that need. Fifty-seven percent of the total sample felt the program provided sufficient insight into the effect of each technique on the child. The program was reported as moving too slowly by 72% of the students (61%, 65% and 81% at Sites 1, 2, and 3, respectively).

C. Knowledge/Skills

Trainees rated as about average their knowledge and awareness of the effects of each control technique before experiencing the training program (see Figure 2). Ratings of change in knowledge and awareness of the techniques after going through the package were also about average for Sites 1 and 3 and for the group as a whole (see Figure 3). At Site 2, ratings tended to be somewhat higher: 4.1 on the average (1 = no increase; 5 = great increase).

Ratings of skills in using each technique before going through the package were also about average overall (see Figure 4). Ratings of changes in skills following package use were about 3.5 overall (1 = no increase; 5 = great increase)(see Figure 5). Greatest perceived changes were reported at Site 1.

D. Criterion Tests

Results from the criterion tests administered at the end of each module in the response booklet indicated that trainees reached 90% criterion on 88 of 111 items (80%) (see Table 3).

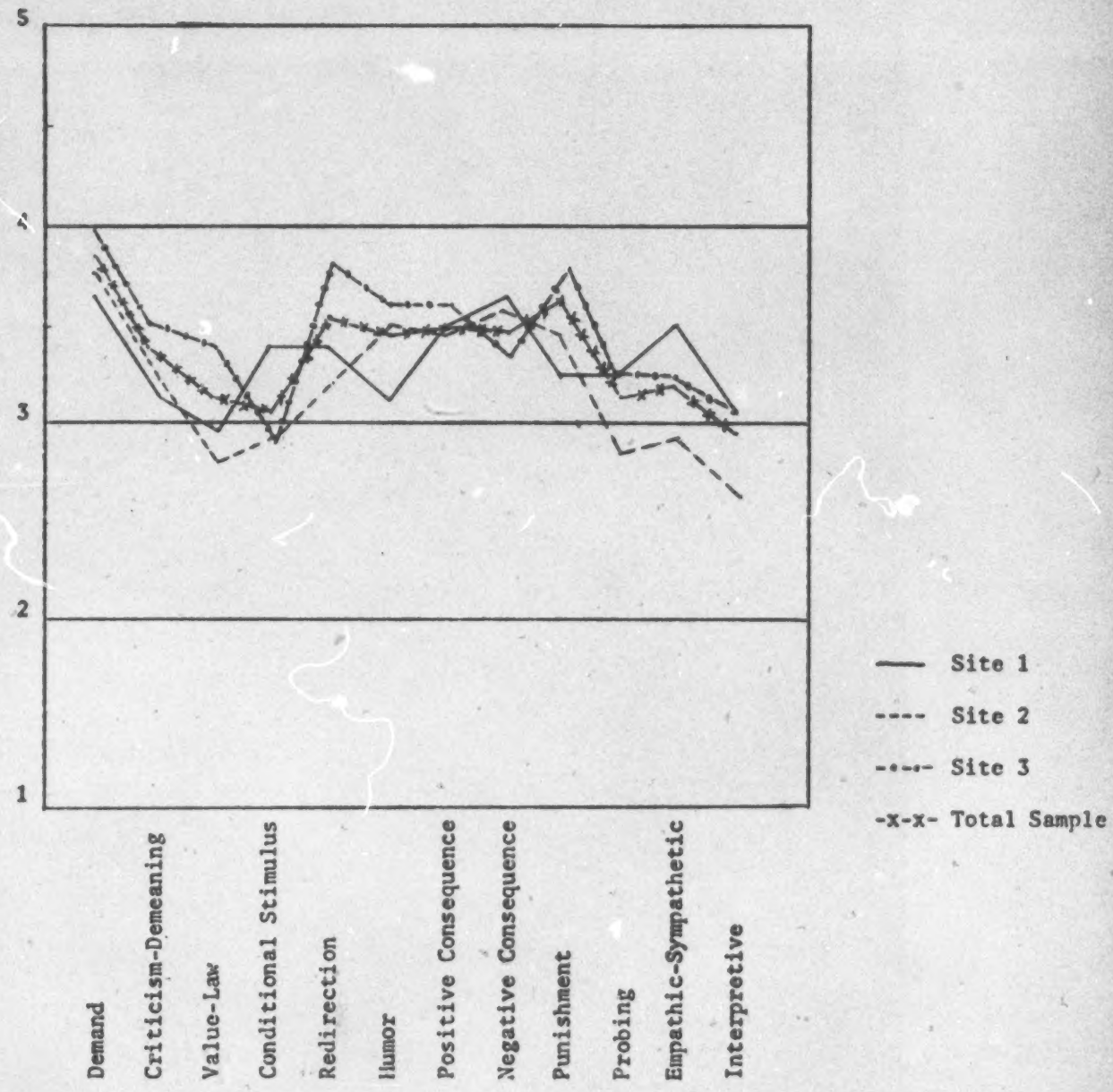


Fig 2. Ratings of knowledge and awareness of the effects of each control technique before going through this instructional package. (Administered post-test; 5 point scale: 1 = no knowledge, 5 = great deal of knowledge)

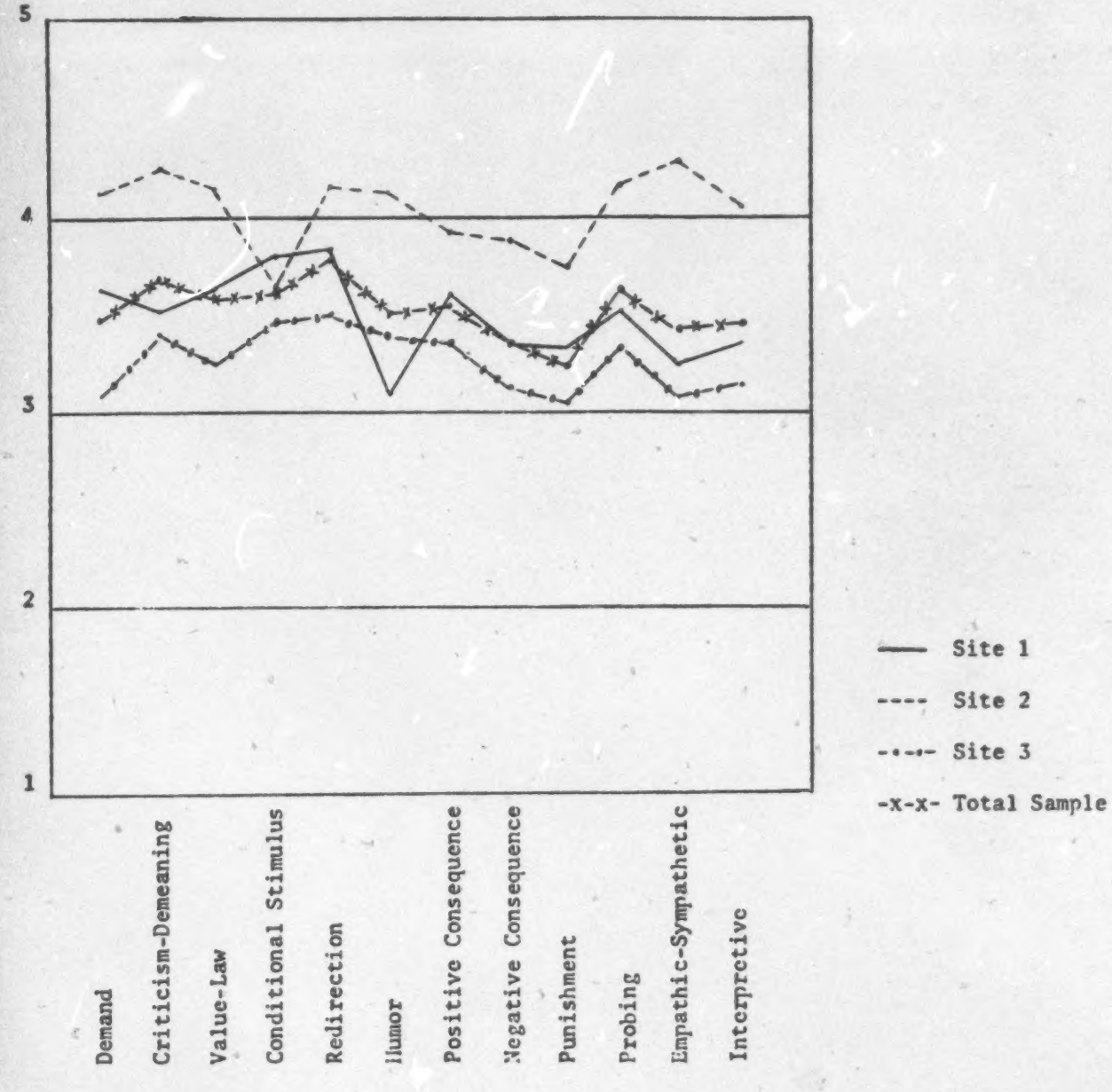


Fig. 3. Ratings of change in knowledge/awareness of effects of control techniques <u>after</u> training (5 point scale: 1 = no increase, 5 = great increase).

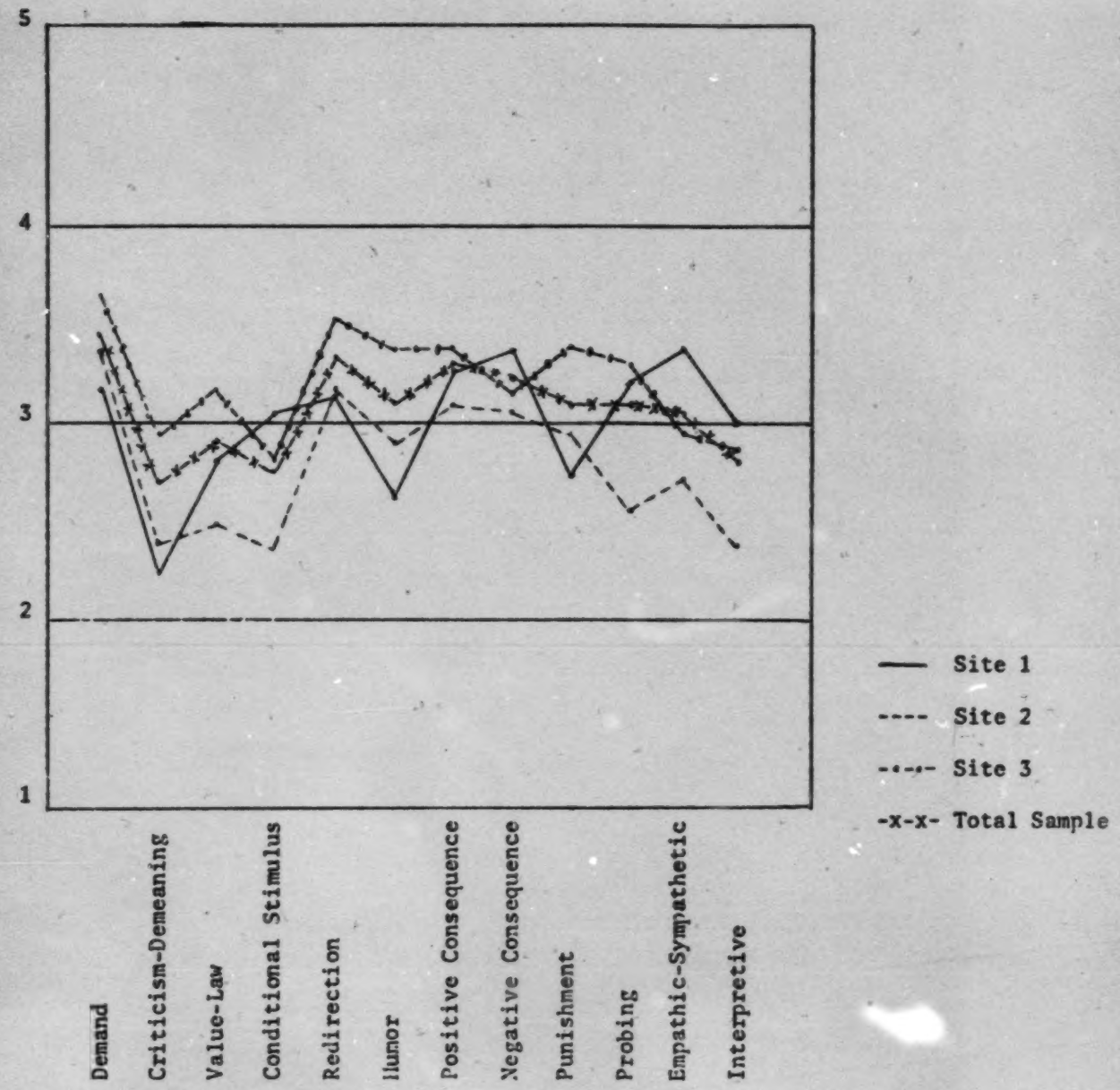


Fig. 4. Ratings of skill in techniques before training (5 point scale: 1 = no skill; 5 = great skill).

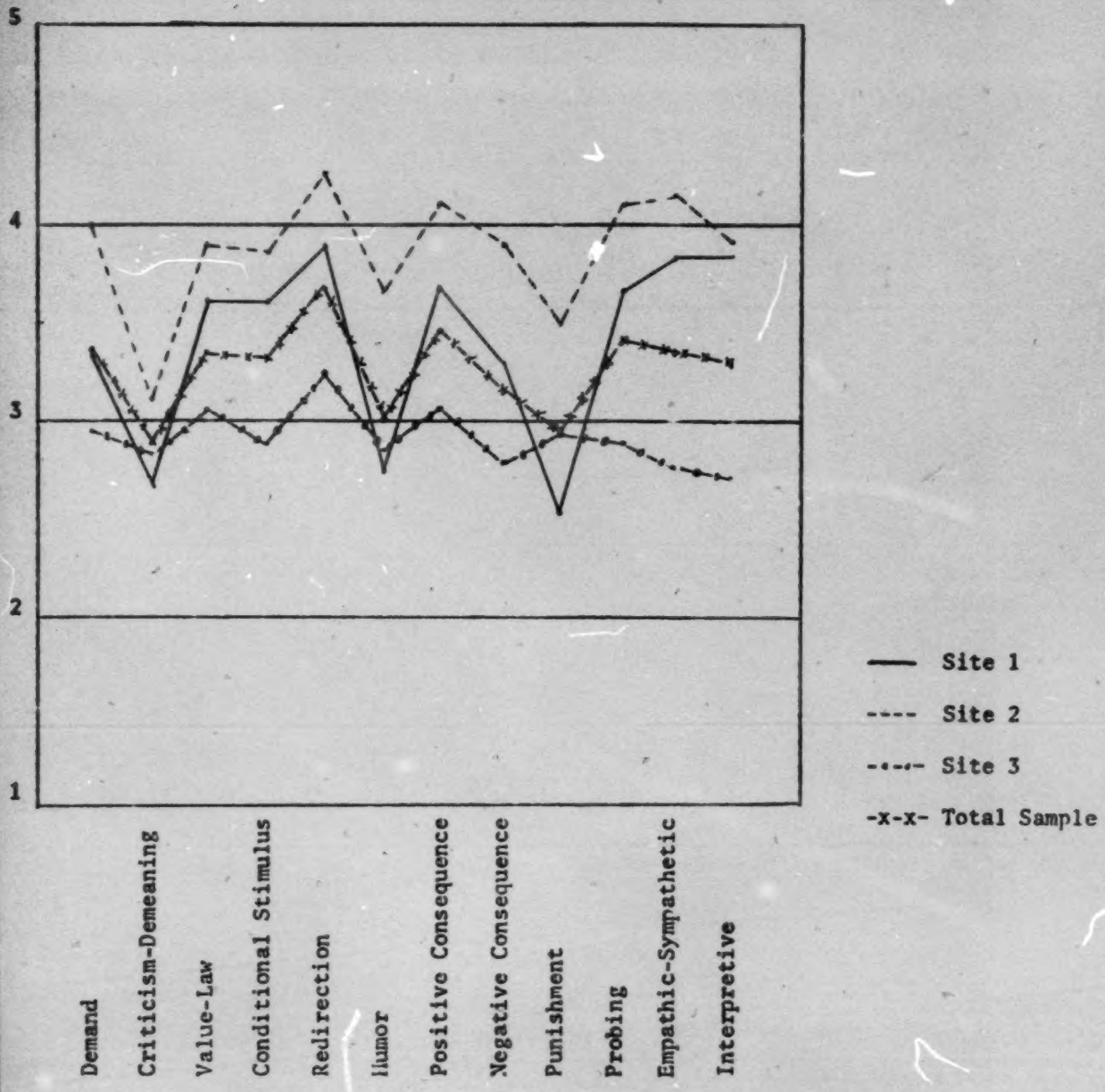


Fig. 5. Ratings of change in skill in control techniques <u>after</u> training (Administered post-test; 5 point scale: 1 = no increase, 5 = great increase).

Table 3

Criterion Tests - Total Sample
(Percent answering each question correctly)

	Test 1 Pup. Beh. (p.10)	Test 2 D, C-D (p.15)	Test 3 VL, D, C-D (p.20)	Test 4 CS (p.26)	Test 5 R (p.30)	Test 6 H (p.34)	Test 7 Q+, Q- (p.38)	Test 8 Pun (p.42)	Test 9 Pr ES In (p.47-48)
1	87%	99%	99%	98%	92%	100%	100%	91%	99%
2	75	100	99	95	89	97	99	90	92
3	94	94	97	79	90	96	99	86	96
4	99	94	90	100	98	98	93	99	82
5	89	93	95	98	97	94	100	94	98
6	92	99	90	100	94	97	100	100	93
7	85	99	94	99	97	94	99	79	92
8	96	77	87	92	98	97	87	90	94
9	85	100	100	90	98	99	98	100	94
10	82	98	100	99	97	96	78	98	94
11	97	72							94
12	99	98							92
13	77	100							90
14	89	100							81
15	93	94							80
16	79								94
17									93
18									96
19									88
20									92
N = 71		86	98	84	89	90	82	81	84

E. Videotape

To provide for a more discriminating analysis of the frequency with which various control techniques were selected pre-post, 10 additional categories were added to the original 12, for purposes of scoring. The results are shown in Figure 6. The use of a number of categories tended to increase overall: Demand, Value/Law, Conditional Stimulus, Humor, with Positive and Negative Consequences, Empathic-Sympathetic and Interpretive. Redirection and Probing remained the same, while the use of Punishment decreased markedly, overall, and at all sites. Other reductions in selection occurred in the categories which had been added and included Inquiry, Time-Out and Separation. In general, there was an increase in the use of the categories of the training package which reflected, first, a marked reduction in use of Punishment and, second, a reduction in Time-Out, Separation and various miscellaneous strategies categorized as Other.

F. Simulation

An 85% criterion level had been established for satisfactory performance of the control techniques. As shown in Table 4, the trainees fell below that level on two of the techniques: Conditional Stimulus and Probing. For Conditional Stimulus, the difficulties were at Sites 1 and 3; for Probing the difficulties were at Site 2.

G. Structured Interviews and Open-Ended Questions/Comments

1. Summary of Comments

Generally speaking, the students were positive about the content of the behavior management training package (see Table 5). The package was found to be relevant and worthwhile. Trainees felt they could now clarify what they mean (i.e., have concrete terms to use) when discussing or thinking about how to control the behavior of a child who is off-task. The package

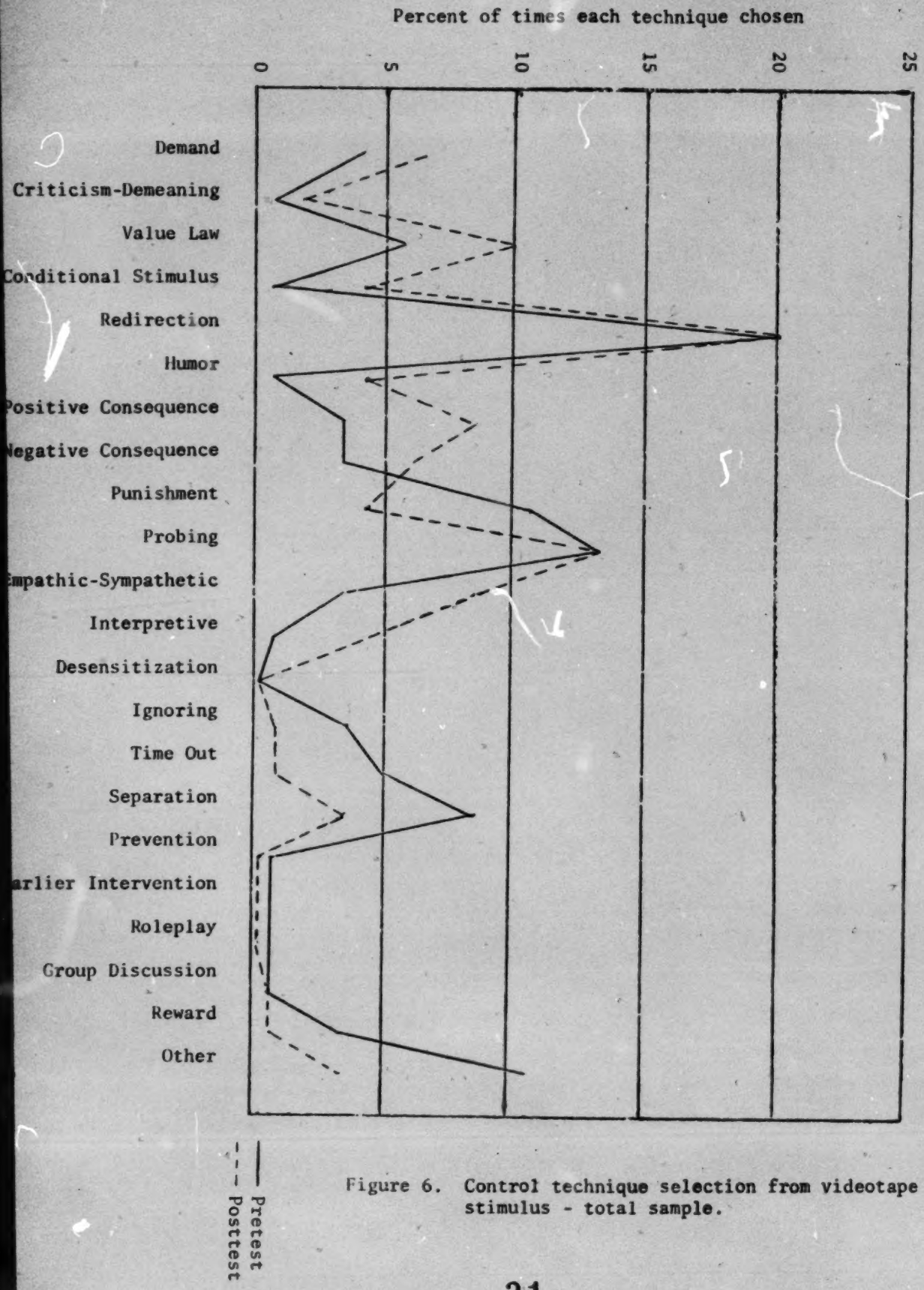


Figure 6. Control technique selection from videotape stimulus - total sample.

Table 4

Simulation Performance of Techniques
(% Satisfactory performance)

Technique	Site 1	Site 2	Site 3	Total Sample	N
Demand	100%	100%	90%	94%	18
Criticism-Demeaning	100	100	85	93	20
Value-Law	86	83	89	86	22
Conditional Stimulus	80	92	64	78	18
Redirection	100	100	82	91	22
Humor	75	100	92	91	16
Positive Consequence	100	83	78	89	19
Negative Consequence	100	58	100	88	20
Punishment	75	100	100	97	17
Probing	100	83	93	84	22
Empathic-Sympathetic		83	100	92	13
Interpretive	100	83	83	86	14

Table 5

Most Frequently Mentioned Items

	Number of Times Mentioned			
	Site 1	Site 2	Site 3	Total
A. Tapes				
1. Strengths				
2. Weaknesses				
Tapes should not be used	11	15	11	37
Tapes were childish, silly, condescending, elementary, trite, immature	19	2	10	31
Tapes slowed down the progress of the modules	6	5	6	17
Time limits on tapes were too long or too short (inconsistent)	12	2	1	15
Time limits on tapes were too long	4		6	10
Voice on tapes was insulting	6		2	8
B. Roleplay				
1. Strengths				
Makes one aware of techniques	13	5	6	24
Roleplaying available increased empathy for deviant student	9	4	5	18
Roleplaying gives feel for using techniques	13	1	3	17
Roleplaying lets you look at yourself objectively in different situations	5	3	1	9
2. Weaknesses				
Roleplaying tended to get repetitious (redundant)	17	3	12	32
There was too much roleplay	3		12	15

Table 5 (con't)

	Number of Times Mentioned			
	Site 1	Site 2	Site 3	Total
Less time should be spent on roleplay	5	2	7	14
Roleplay should have fewer better defined roles	2	7		9
C. General Comments				
1. Strengths				
Give names to already used techniques (classifies)	10	4	15	29
Interesting	3	6	1	10
Discussion was excellent		3	7	10
2. Weaknesses				
Shorten	4	2	13	18
More time should be spent on discussion	14	3		17
Repetitious	1		11	12
During roleplaying, the deviant pupil kept being deviant (was frustrating)	1		9	10
Recommendations of more effective and efficient techniques (advantages/disadvantages) should be given with respect to circumstances	3	5	2	10
Moved too slowly	2	2	6	10
Not real life situations	2	1	7	10
Should have more positive approach	7		3	10
Need more detailed explanation		8	1	9
Too elementary at times	2	6		8
Add more life-space interviewing	2	6		8
Sessions should be more varied	7		1	8

also was viewed as providing insight into the different control techniques, both from the viewpoint of teacher and pupil.

Two main criticisms were (a) that the roleplaying tended to become repetitious and (b) that the tapes as they existed should not be used.

Several suggestions for package improvement also were indicated:

1. The discussion period after each roleplay was viewed as being an important part of the package and should be stressed more.
2. Several additional teacher categories were suggested.
3. Information relevant to the effectiveness of each technique given different situations should be added.

V. CONCLUSION

The results of the evaluation showed considerable variability between Sites 1 and 2 on the one hand and Site 3 on the other. Particular localized conditions at Site 3, which focused mainly on the size of the class and the less than positive relationships which existed there between the instructor and students, no doubt explain many of the quite consistently different outcomes obtained. At Sites 1 and 2, for example, all students found roleplaying a valuable experience, whereas at Site 3 every other student did not find it so. Likewise, two-thirds of the trainees at Sites 1 and 2 found the content of the package interesting, while half of the group at Site 3, on the other hand, found it dull.

In general, it can be said that the training package was viewed by students as a good vehicle for training--that is it was quite clear, appropriate, practical, useful and effective, if only about average in flexibility, stimulation value and interest. Roleplaying, a crucial component of the package, was viewed as fundamentally helpful but should perhaps be varied with other formats. Discussion techniques, utilized rather sparingly in the program, were thought to be important and should be given greater emphasis In general, the program was thought to move a bit too slowly. The audiotapes were not found to be helpful. Another significant conclusion was that trainees felt they would like to know more about situational variables with respect to the management problems and data on specific ramifications of the control techniques.

Based upon the data obtained from this evaluation, together with further input from the developers and the evaluation team, the following specific changes are recommended in both content and format:

1. Add information on the ramifications of each technique.

2. Add "ignoring" as a teacher control technique.

3. Change or eliminate the audiotapes.

4. Speed up the pace of the package.

5. Include more discussion after each roleplay.

6. Vary the roleplaying format.

7. Review items on criterion tests where less than 90% criterion was achieved.

8. Review failure to achieve 85% criterion on conditional stimulus and probing.

Appendices

Appendix A

RESPONDENT QUESTIONNAIRE #2

Circle the appropriate number to indicate your rating of these materials with respect to your needs. Your comments and suggestions for improvement of the materials will be greatly appreciated.

clear	1	2	3	4	5	6	unclear
appropriate	1	2	3	4	5	6	inappropriate
practical	1	2	3	4	5	6	impractical
interesting	1	2	3	4	5	6	boring
useful	1	2	3	4	5	6	useless
effective	1	2	3	4	5	6	ineffective
efficient	1	2	3	4	5	6	inefficient
beneficial	1	2	3	4	5	6	not beneficial
valuable	1	2	3	4	5	6	valueless
flexible	1	2	3	4	5	6	inflexible
stimulating	1	2	3	4	5	6	dull
relevant	1	2	3	4	5	6	irrelevant

Comments:

Suggestions for improvement:

Appendix B

1. Do you feel this package provided enough information to fully understand the twelve behavior management techniques?

   ____Yes
   ____No

2. Would you now feel competent in using all twelve of the control techniques in a classroom situation?

   ____Yes
   ____No

3. If no, which techniques are troublesome? _____

   _____

   _____

4. Do you feel you have enough information about the situational variables and ramifications of the control techniques?

   ____Yes
   ____No

5. Did this package provide you with an understanding of the benefits and drawbacks of the use of the twelve control techniques?

   ____Yes
   ____No

6. Do you feel there was any value in roleplaying the deviant child in these simulations?

   ____Yes
   ____No

7. Did this instructional package provide you with insight into the effect of each technique on the child?

   ____Yes
   ____No

8. What do you feel are the major strengths of this package?

Open-ended Questions

9. What do you feel are the major weaknesses of this package?

10. What things would you like to see changed in this package?

Please check the response that you agree with most for each of the following items:

1. The content of this instructional package was:

____very interesting
____interesting
____boring
____very boring

2. This presentation of behavior management techniques was:

____very easy to understand
____easy to understand
____difficult to understand
____very difficult to understand

3. The response booklet was:

____easy to use
____cumbersome

4. In total, this instructional package:

____moved too slowly; I could have absorbed the material faster
____the time spent on this simulation seemed appropriate to the material
____moved too quickly; I could have used more time

5. Roleplaying teachers and students in this simulation:

____aided my understanding of the behavior management techniques
____did not have any effect on my understanding of the techniques

6. The roleplaying sessions <u>in the group I was in</u> tended to be:

____spontaneous and lively; participants seemed to "get into" the roles
____forced and dull; participants had trouble "getting into" the roles

7. In general. I like roleplaying as a learning technique.

____Yes
____No

8. The classroom situations portrayed in this package were:

____realistic
____unrealistic

9. Would you recommend that other teacher trainees go through this instructional package?

____Yes
____No

Appendix C

10. Please rate your knowledge and awareness of the effects of each control technique before going through this instructional package (1=no knowledge; 5=great deal of knowledge)

Please rate your change in knowledge and awareness of the effects of the techniques after the package (1=no increase; 5=great increase)

1	2	3	4	5	Demand	1	2	3	4	5
1	2	3	4	5	Criticism-Demeaning	1	2	3	4	5
1	2	3	4	5	Value-Law	1	2	3	4	5
1	2	3	4	5	Conditional Stimulus	1	2	3	4	5
1	2	3	4	5	Redirection	1	2	3	4	5
1	2	3	4	5	Humor	1	2	3	4	5
1	2	3	4	5	Positive Consequence	1	2	3	4	5
1	2	3	4	5	Negative Consequence	1	2	3	4	5
1	2	3	4	5	Punishment	1	2	3	4	5
1	2	3	4	5	Probing	1	2	3	4	5
1	2	3	4	5	Empathic-Sympathetic	1	2	3	4	5
1	2	3	4	5	Interpretive	1	2	3	4	5

11. Please rate your skill in using each technique before going through this package (1=no skill at all; 5-great skill)

Please rate the change in your skill in using each technique after going through the package (1=no increase; 5=great increase)

1	2	3	4	5	Demand	1	2	3	4	5
1	2	3	4	5	Criticism-Demeaning	1	2	3	4	5
1	2	3	4	5	Value-Law	1	2	3	4	5
1	2	3	4	5	Conditional Stimulus	1	2	3	4	5
1	2	3	4	5	Redirection	1	2	3	4	5
1	2	3	4	5	Humor	1	2	3	4	5
1	2	3	4	5	Positive Consequence	1	2	3	4	5
1	2	3	4	5	Negative Consequence	1	2	3	4	5
1	2	3	4	5	Punishment	1	2	3	4	5
1	2	3	4	5	Probing	1	2	3	4	5
1	2	3	4	5	Empathic-Sympathetic	1	2	3	4	5
1	2	3	4	5	Interpretive	1	2	3	4	5

Appendix D

Pupil Behavior Discrimination Test

In the space provided code the following pupil behaviors:

1. ____Teacher: "Give me that knife."
   Pupil: Violently struggling with teacher over knife.

2. ____T: "And the Atlas Mountains are on what continent?"
   P: Folds and throws paper airplane.

3. ____T: Grading papers at his desk.
   P: Drops a bag of marbles.

4. ____T: "Do the rest of the problems at your seats."
   P: Playing tic-tac-toe with friend.

5. ____T: "I'll take that comic book."
   P: "Oh, no you won't. It's mine."

6. ____T: "Turn in your books to page. . . ."
   P: "Hey, do we have first or second lunch today?"

7. ____T: "2 + 2 = 4. 4 + 2 = 6. . . ."
   P: Walks up to teacher, laughs, and hits him in the arms.

8. ____T: Talking to another teacher.
   P: Wandering around looking at the bulletin boards.

9. ____T: "Who discovered America?"
   P: "Columbus!"

10. ____T: Helping a student.
    P: To a neighboring student who is combing his hair, "Hey, keep your lousy dandruff off my desk!"

11. ____T: Helping another student.
    P: Drawing a secret club insignia on her friend's arm.

12. ____T: Planning a lesson.
    P: "Psst, Marilyn lemme see your wallet."

13. ____T: "Stop carving on the desk."
    P: Sticks tongue out at teacher and continues carving with increased vigor.

14. ____T: "Leave the room!"
    P: "You bet I will because this is the worst class I've ever had!"

15. ____T: "Come to the board and do problem three."
    P: Walks to front of room, kicks another pupil on his way.

16. ____T: "How do you spell 'tomorrow'?"
____P: "I don't know."

When you have finished, check your answers on the next page. If you did not get at least 14 correct, reread the definitions and take the test again.

Teacher Behavior Test
D and C-D

On a separate sheet, number from 1 through 15 and write D for each Demand, C-D for each Criticism-Demeaning, or O for each teacher control that is neither D nor C-D.

1. "Paul, pay attention."
2. "Stop that this minute, Paul!"
3. "You two are always making trouble."
4. "You're very rude to interrupt me like that."
5. "What's the trouble over here?"
6. "Can't you understand English? I have told you that twice already."
7. "Stop talking, girls."
8. "Paul!"
9. "That's certainly kindergarten behavior if I ever saw it. What grade did you say you're in?"
10. "Turn around."
11. "We do not sharpen pencils during a test, Paul."
12. "Pick up those papers and put them into the wastebasket. And don't tear any more."
13. "What a mess! Didn't your mother teach you how to work neatly? I never saw such sloppy work!"
14. "I think I understand how you feel, John. Let's talk about it after class."
15. "That's enough wandering around. Get in a nice, straight, quiet line at once."

Now check your answers on the next page.

Teacher Behavior Test
VL, D, and C-D

On a separate sheet, number from 1 through 10 and write VL for Value Law, D for Demand, and C-D for Criticism-Demeaning. Mark any other teacher controls with an O.

1. Vivian, you know that we don't disturb our neighbors during independent study.
2. Vivian, be quiet; don't disturb the rest of the class.
3. Vivian, what on earth is the matter with you today? Don't you listen to me when I tell you to be quiet? You're being very discourteous.
4. Vivian, it's wrong to mark on someone else's paper.
5. Settle down, Vivian.
6. If you don't behave, Vivian, I'll send you to Mr. Flugle's office.
7. Here in school, Vivian, we try to help each other.
8. Vivian! The playground is for playing. The classroom is for learning.
9. Vivian, you're acting like a spoiled child.
10. We must respect each other's property, Vivian. Each of us uses our own supplies at our own desk.

Turn the page to check your answers.

Teacher Behavior Test
CS

On a separate sheet, number from 1 through 10 and write CS for each conditional stimulus, D, C-D, or VL for each authoritarian control, and O for each teacher control which is neither a conditional stimulus nor authoritarian.

1. "We do not chit-chat with our neighbors during math, Walter."
2. "Walter!"
3. (Teacher escorts Walter to a different seat.)
4. (Teacher snaps his fingers at Walter.)
5. "Hey, you!" (Teacher puts his finger to his mouth.)
6. "Walter, stop talking!"
7. "You're impossible, Walter."
8. "Shhhh!"
9. "Will you please tell us how you worked the next problem, Walter?"
10. (Teacher rings his bell and glares at Walter.)

Now check your answers on the next page.

Teacher Behavior Test
R

On a separate sheet, code each item with R for Redirection, CS for Conditional Stimulus, C-D, D, or VL for the authoritative controls, or O for other controls you have not yet learned.

1. George: Staring out of window.
   Teacher: "George, how much is 5 x 10?"

2. G: Reading comic inside workbook.
   T: "George!"

3. G: Makes noose out of window shade rope.
   T: Lecturing on amphibians, walks over to window, raises shade (rope no longer available), continues around room.

4. G: Dips pigtail of girl in front into jar of paste.
   T: "Show us how to subtract this problem, George."

5. G: Loudly crushing papers.
   T: Points to George, shakes head back and forth.

6. G: Swears at teacher.
   T: "We don't talk like that in here, George."

7. G: Draws rocket on Frank's arm.
   T: "Frank, this chair over here is empty today. Would you sit here please?"

8. G: Tears up Martin's paper.
   T: "George, I don't believe what a pest you are today!"

9. G: Passes a note.
   T: "Turn to page 47 and begin with the second paragraph, George."

10. G: Deliberately dumps all his books and papers on the floor.
    T: "Bring your things to this table, George. There's more room."

Turn the page to check your answers.

Teacher Behavior Test
H

Test yourself now. On a separate sheet, see how many of the following items you can correctly code. They are all controls which you have already studied, either authoritative controls or neutral facilitators.

1. P: Jack is staring out the window and is so self-involved that he hasn't heard the teacher address him several times.
   T: "Jack!" What's out there anyway? A herd of dinosaurs?"

2. P: Vicki is passing a note to Marv.
   T: Looks at Vicki, clears throat.

3. P: Marylou is sleeping.
   T: "Marylou, what is the capital of Georgia?"

4. P: Pat is reading a comic book.
   T: "Pat, quit acting like a child."

5. T: "Today we are going to study levels of language in poetry."
   P: Levels of language - #@$%#@??"
   T: "Well, that's a lower level of language."

6. P: Ralph is pulling Karen's hair.
   T: "You don't have to work at that, Ralph. If you'll just wait it'll grow naturally."

7. P: Marcia is playing tic-tac-toe with Henry.
   T: Stomps foot. "Marcia and Henry!"

8. P: Frank is pushing Jerry.
   T: "Remember, we don't push in line, Frank."

9. P: Fred is talking to Alice.
   T: "Fred, would you go to the Resource Materials Center and get the filmstrip I forgot to pick up this morning?"

10. P: Fred is still talking to Alice.
    T: "If you two were paid by the hour for talking, you could buy Texas."

Turn the page to check your answers.

Teacher Behavior Test
Q+ and Q-

On a separate sheet of paper, code the following behaviors with the appropriate teacher control abbreviations. Remember to code each implied consequence Q+ or Q- depending upon whether it is a promise of reward or punishment.

1. P: Mel has been loudly crushing papers and throwing them on the floor.
   T: "I'll make you a deal, Mel. If you sit there quietly and finish your history assignment, you may go to lunch early."

2. P: Mel is talking to Al.
   T: "If you don't quit talking, I'll make you stay in during recess."

3. P: Mel has just said, "#@$%#@$?".
   T: "Any more language like that and I'll wash your mouth out with soap."

4. P: "I'd like to break your neck."
   T: "Would you turn to p. 43?"

5. P: Mel has been passing notes.
   T: "If I see any more notes, I'm going to send you to the principal's office and make you give them to him."

6. P: Mel has just said, "#$@%$#?"
   T: "When you start using more acceptable language in this classroom, I'll raise your conduct grade!"

7. P: Mel has been reading a comic.
   T: "If you'll pay attention for the rest of this period, I'll let you read that in the last 10 minutes before lunch."

8. P: Mel has been making faces at Laura.
   T: "Wipe that grin off your face and get to work!"

9. P: Mel has been carving on his desk.
   T: "If you'll quickly finish your English assignment, I'll let you be a group leader during our game session this afternoon."

10. P: Mel has been talking to Al.
    T: "Think you're some kind of real cool lawbreaker, eh? Well, we don't like the belligerency you keep showing by repetitively misbehaving."

Turn to page 39 to check your answers.

Teacher Behavior Test
P

All the following examples of teacher controls are techniques which you have studied. On a separate sheet of paper, code each item with the correct teacher control abbreviation.

1. Walter is restless and not paying attention. "Walter, if you don't stop squirming around in that chair I'll make you sit right up here by me for the rest of the day."

2. "Walter, will you please work the next problem for us at the blackboard?"

3. "Walter, big boys sit still and pay attention."

4. "O.K., Walter, I've had it. Now you can sit right here next to me for the rest of the day!"

5. Walter slumps down next to teacher and pouts. Teacher pinches Walter's ear lobe.

6. "If you straighten up, Walter, I'll let you return to your own seat after lunch."

7. Walter slumps down further and shuts his eyes. "Walter, you are impossible!"

8. "You have now earned yourself a detention, Walter."

9. "Walter, sit up and behave!"

10. Walter sticks his tongue out at the teacher. The teacher bodily removes Walter from the chair and escorts him to the door. "Get out, Walter!"

Turn the page to check your answers.

Discussion Points for the Incentive-Manipulation Controls

Beginning with your committee moderator, take turns moderating the following discussion questions:

1. How did you feel about assuming the responsibility for formulating Punishment guidelines?

2. Should parents play a role in determining types and uses of Punishment in school? Should pupils play a role? If so, what should their roles be?

3. Before applying severe punitive measures, e.g., corporal punishment or expulsion, what kinds of pupil information, other than observations of deviant behavior, should be gathered and studied?

4. Compare the Authoritative and Incentive-Manipulation controls with the Neutral Facilitators (CS, R, H) on the following issues: (a) focus on the deviant behavior, (b) focus on teacher power, and (c) focus on the cause(s) of deviant behavior.

5. Are punishment and discipline synonymous? If you think not, verbalize the distinction.

This is the end of Teacher Behavior Module #8. Turn to page 45 to begin Module #9.

1. P: Looking out of the window.
   T: "Sally, would you go to my desk and bring me a pencil?"

2. P: Drifting off to sleep.
   T: "Poor Jack! You are so sleepy today."

3. P: Arguing with another pupil.
   T: "I guess you two don't like each other right now and it's interfering with your work."

4. P: Talking to Sue.
   T: "I can see that you'd really rather talk than listen."

5. P: Reading a comic.
   T: "We're not supposed to read comics, Ted."

6. P: Playing tic-tac-toe with Joe.
   T: "Both of you have work to finish. What's your reason for just sitting around.

7. P: Fighting with Al.
   T: "What's the matter back there."

8. P: "Drop dead!"
   T: "I can sympathize with you for being so angry, John."

9. P: Reading a comic.
   T: "I suppose you're reading that because you're bored with arithmetic."

10. P: Sleeping.
    T: "What's the trouble, John? Why are you having difficulty staying awake?"

11. P: Writing on his desk.
    T: "Do you remember how to do long division, John?"

12. P: Crushing papers.
    T: "If you don't stop distracting us, Fred, I'll put you on clean-up duty."

13. P: "I will not!"
    T: "I'll bet you're saying that because you don't know the answer."

14. P: Looking out the window.
    T: "You must really be tired since you're having so much trouble paying attention."

15. P: Tapping his fingers.
    T: "It's really hard not to fidget, isn't it John?"

16. P: Tapping his fingers.
    T: "John is keeping time in case somebody turns on some music."

17. P: Hits teacher.
    T: "Why did you hit me, Al?"

18. P: Pushing.
    T: "We must each take one turn, you know."

19. P: Crying.
    T: "Why, I didn't realize it meant so much to you. I'm really sorry you feel that way."

20. P: Doesn't answer a teacher request.
    T: "You must have many things on your mind, Lil, not to hear me."

Turn the page to check your answers.

Appendix E

Segment 1 - Mark and Jimmy have been very excited all morning, partly because of the field trip they are taking later in the day. They are now supposed to be getting ready for an art lesson. John, on the left side of the table, has already started painting. The teacher has just left the table momentarily to get more supplies.

In this segment, you will see Mark, in the striped shirt, and Jimmy, in the dark T-shirt, flip paint at each other. They also disturb John, on the left side of the table, who keeps telling them to "quit it."

When the video segment is over, please write down the intervention technique, or techniques, that you would use in this situation to help Mark and Jimmy return to appropriate on-task activities. We are interested in how you would intervene given that the paint throwing has occurred. Please write down as many intervention techniques as you feel would be appropriate and applicable for you as a teacher to use in this situation. Your intervention may occur at any point after the paint throwing has occured. Please be as specific as possible in the time alloted. You will have approximately 5 minutes to write. Please write your responses in the space below and continue on the back if necessary.

Segment 2 - Mark and Darryl had a serious fight earlier in the day, after Darryl accused Mark of taking his lunch money. Their hostility has dissolved into playful fights, which have been going on all day.

In this segment, you will see Mark, in the dark T-shirt, and Darryl, in the sweater, fighting. They will disturb Jimmy, who is on the floor working on his math lesson. Mark will then begin to fight with Jimmy.

When the video segment is over, write down the intervention technique, or techniques, that you would use in this situation to help Mark, Darryl, and Jimmy return to appropriate on-task activities. We are interested in how you would intervene given that the fight has occured. Please write down as many intervention techniques as you feel would be appropriate and applicable for you as a teacher to use in this situation. Your intervention may occur at any point after the fight has occured. Please be as specific as possible in the time alloted. You will have approximately 5 minutes to write. Please write your responses in the space below and continue on the back if necessary.

Segment 3 - Everyone in the class has been working on his assigned lesson for quite a while--except for Jimmy and Sammy. Jimmy has not participated in any group activities, or done any of his assigned work today. Sammy is usually the quietest child in this class.

In this segment, you will see Sammy, in the coat, chase Jimmy, in the striped T-shirt, all around the room. Everyone else in the class is on-task.

When the video segment is over, please write down the intervention technique, or techniques, that you would use in this situation to help Sammy and Jimmy return to appropriate on-task behavior. We are interested in how you would intervene given that Sammy is chasing Jimmy. Please write down as many intervention techniques as you feel would be appropriate and applicable for you as a teacher to use in this situation. Your intervention may occur at any point after Sammy starts chasing Jimmy. Please be as specific as possible in the time alloted. You will have approximately 5 minutes to write. Please write your responses in the space below and continue on the back if necessary.

Segment 4 - Darryl and Mark have been working as a team today - together, they have managed to disturb everyone else at least once this morning.

In this segment, you will see John, in the white shirt, lying on the floor, working on his lesson. After disturbing someone else, Darryl, in the sweater, and Mark, in the dark T-shirt, will come up and bother him, and John will react to this.

When the video segment is over, please write down the intervention technique, or techniques, that you would use in this situation to help Darryl, Mark, and John return to appropriate on-task activities. We are interested in how you would intervene given that Darryl and Mark are disturbing John. Please write down as many intervention techniques as you feel would be appropriate and applicable for you as a teacher to use in this situation. Your intervention may occur at any point after Darryl and Mark disturbs John. Please be as specific as possible in the time alloted. You will have approximately 5 minutes to write. Please write your responses in the space below and continue on the back if necessary.

Segment 5 - Jeanie and Jimmy have been working together on a poster project for an hour. This is a major accomplishment for Jimmy, who has a great deal of trouble working with other students. Mark has been disturbing everyone this afternoon.

In this segment, you will see Jeanie and Jimmy working together at the table. Mark will come up and accuse Jeanie and Jimmy of using his crayons for their project and demand that they return them immediately. Jeanie and Jimmy stop their work to deal with this problem.

When the video segment is over, please write down the intervention technique, or techniques, that you would use in this situation to help Mark get started on an appropriate on-task behavior, and help Jeanie and Jimmy to return to their project. We are interested in how you would intervene given that Mark has disturbed Jeanie and Jimmy. Please write down as many intervention techniques as you feel would be appropriate and applicable for you as a teacher to use in this situation. Your intervention may occur at any point after Mark disturbs Jeanie and Jimmy. Please be as specific as possible in the time allotted. You will have approximately 5 minutes to write. Please write your responses in the space below and continue on the back if necessary.

Segment 6 - Jimmy is having a very bad day. He came in this morning in a bad mood and has been pouting all day. He has not done any school work. Other students have been picking on him, but he has not said a word to anyone today. He spent a considerable amount of time this morning throwing rocks on the empty playground.

In this segment you will see Jimmy, in the striped T-shirt, kick a piece of rubber baseboard around the room.

When the video segment is over, please write down the intervention technique, or techniques, that you would use in this situation to help Jimmy get started on some appropriate on-task activities. We are interested in how you would intervene given that Jimmy is kicking the rubber baseboard. Please write down as many intervention techniques as you feel would be appropriate and applicable for you as a teacher to use in this situation. Your intervention may occur at any point after Jimmy starts kicking the baseboard. Please be as specific as possible in the time allotted. You will have approximately 5 minutes to write. Please write your responses in the space below and continue on the back if necessary.

Segment 7 - It's snowing outside. It is the first snowfall of the season, and Christmas is only a week away. Mark and Jimmy have been outside and have just come back in. They are supposed to be working on an English lesson.

In this segment, you will see Mark, in the striped shirt, and Jimmy, in the white shirt, disturb all the other students, who were on-task with their announcements that "It's snowing." Mark then jumps on Jimmy, and they end up wrestling on the floor.

When the video segment is over, please write down the intervention technique, or techniques, that you would use in this situation to help Mark and Jimmy return to their English lesson. We are interested in how you would intervene given that Mark and Jimmy are being disruptive. Please write down as many intervention techniques as you feel would be appropriate and applicable for you as a teacher to use in this situation. Your intervention may occur at any point after Mark and Jimmy have disturbed the others. Please be as specific as possible in the time allotted. You will have approximately 5 minutes to write. Please write your responses in the space below and continue on the back if necessary.

Segment 8 - Mark is supposed to be in the reading group at the table, but he ignored the teacher's repeated requests for him to come join the group. He has ignored every request that has been made of him all day.

In this segment, you will see Mark, in the striped shirt, come around the table, kiss both girls, and then go back and twist Edna's arm, which makes it hard for Edna to continue reading.

When the video segment is over, please write down the intervention technique, or techniques, that you would use in this situation to help Mark get involved in the reading group, and Edna return to her on-task activities. We are interested in how you would intervene given that Mark has bothered Edna. Please write down as many intervention techniques as you feel would be appropriate and applicable for you as a teacher to use in this situation. Your intervention may occur at any point after Mark bothers the girls. Please be as specific as possible in the time alloted. You will have approximately 5 minutes to write. Please write your responses in the space below and continue on the back if necessary.

Segment 9 - This class has a group meeting every morning, during which they discuss all kinds of important issues. The group was getting ready to roleplay, and the teacher had just asked for volunteers.

In this segment, you will hear Mark and the teacher, who are both off-camera, arguing about whether or not Mark has followed the rules for volunteering. Mark walks off, announcing, "I'm leaving."

When the video segment is over, please write down the intervention technique, or techniques, that you would use in this situation to help Mark come back and join the group. We are interested in how you would intervene given that Mark is arguing with the teacher. Please write down as many intervention techniques as you feel would be appropriate and applicable for you as a teacher to use in this situation. Your intervention may occur at any point after Mark starts arguing. Please be as specific as possible in the time allotted. You will have approximately 5 minutes to write. Please write your responses in the space below and continue on the back if necessary.

Appendix F

Samples of behavior management control techniques demonstrated in a simulated setting.

1. Pupil sits and combs hair

   Teacher: Use Interpretive

2. Pupil holds hands with boyfriend

   Teacher: Use Empathic-Sympathetic

3. Pupil: "You green-eyed monster! Gimme my pen!"

   Teacher: Use Probing

4. Pupil interrupts teacher while lecturing

   Teacher: Use a demand

5. Pupil helps friend with make-up

   Teacher: Use Value Law

6. Pupil taps feet in time to inaudible music

   Teacher: Use Redirection

NAME: _____

CODER: _____

	Segment 1	Segment 2	Segment 3	Segment 4	Segment 5	Segment 6	Segment 7	Segment 8	Segment 9
Demand									
Criticism-Demeaning									
Value-Law									
Conditional Stimulus									
Redirection									
Humor									
+Consequence									
-Consequence									
Punishment									
Probing									
Empathic-Sympathetic									
Interpretive									
Desensitiz-ation									
Ignoring									
Time Out									
Separation									
Prevention									
Earlier Intervention									
Roleplay									
Group Discussion									
Reward									
Other									

Appendix G

Simulated Interview

1. Do you feel simulation is a valid learning technique? Why?

2. Do you feel roleplaying was the best way to learn this material?

   What techniques would have been better?

3. Were any of the examples or situations portrayed in this package unrealistic?

4. Was the time that you spent on this material appropriate to the material?

   Too long or too short?

5. Did you have enough time for discussion? Too much?

6. Were any technical parts of this package (tapes, booklets, cards, etc.) bothersome?

7. Do you feel you can now differentiate pupil deviancies? Explain.

8. Did this package provide any insights into the "whys" of pupil misbehavior? Explain.

9. Do you feel this package gave you information on how management techniques affect the child? Explain.

10. Do you feel you can now combine the techniques and use more than one technique at a time?

11. Do you feel you could plan behavior management for a classroom?

    Would you ever do that?

12. Do you now recognize what control techniques you use in the classroom?

13. What other management techniques do you feel should have been included in this package?

14. Did you detect any inaccuracies or ambiguities in this package? If so, what?

15. Would you rate the content of this package as interesting or boring? Why?

16. How might this package benefit other students in education?

17. What improvements or changes would you suggest for this package?